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DO
THIS
DO
THAT

TEACHER'S
EDITION



PE
1117
T49
1977
gr.01
lev.2
wkbk.
tched.

EXPRESSWAYS

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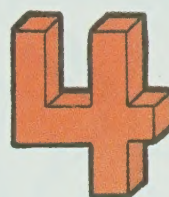
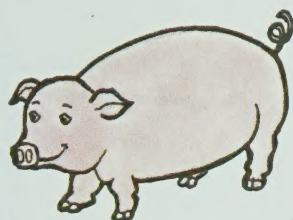
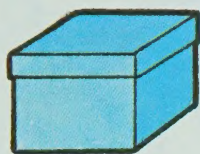
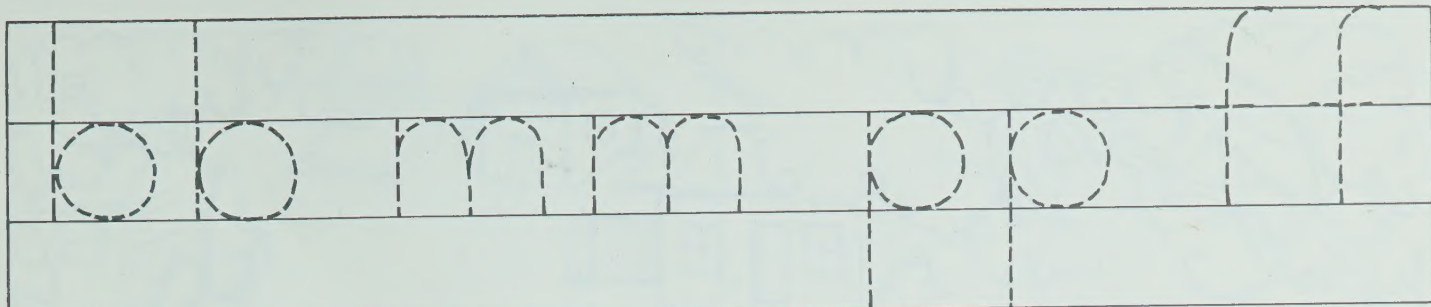
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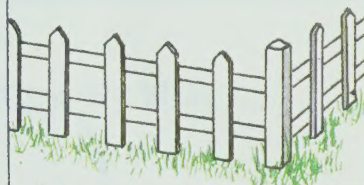


b ox

p ig

m ouse

f our

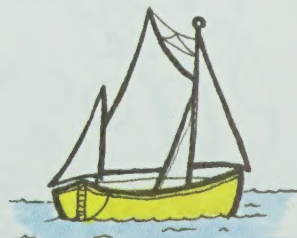
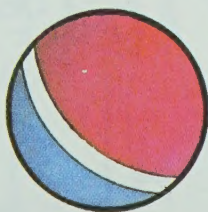


p ail

b ird

p up

f ence



b all

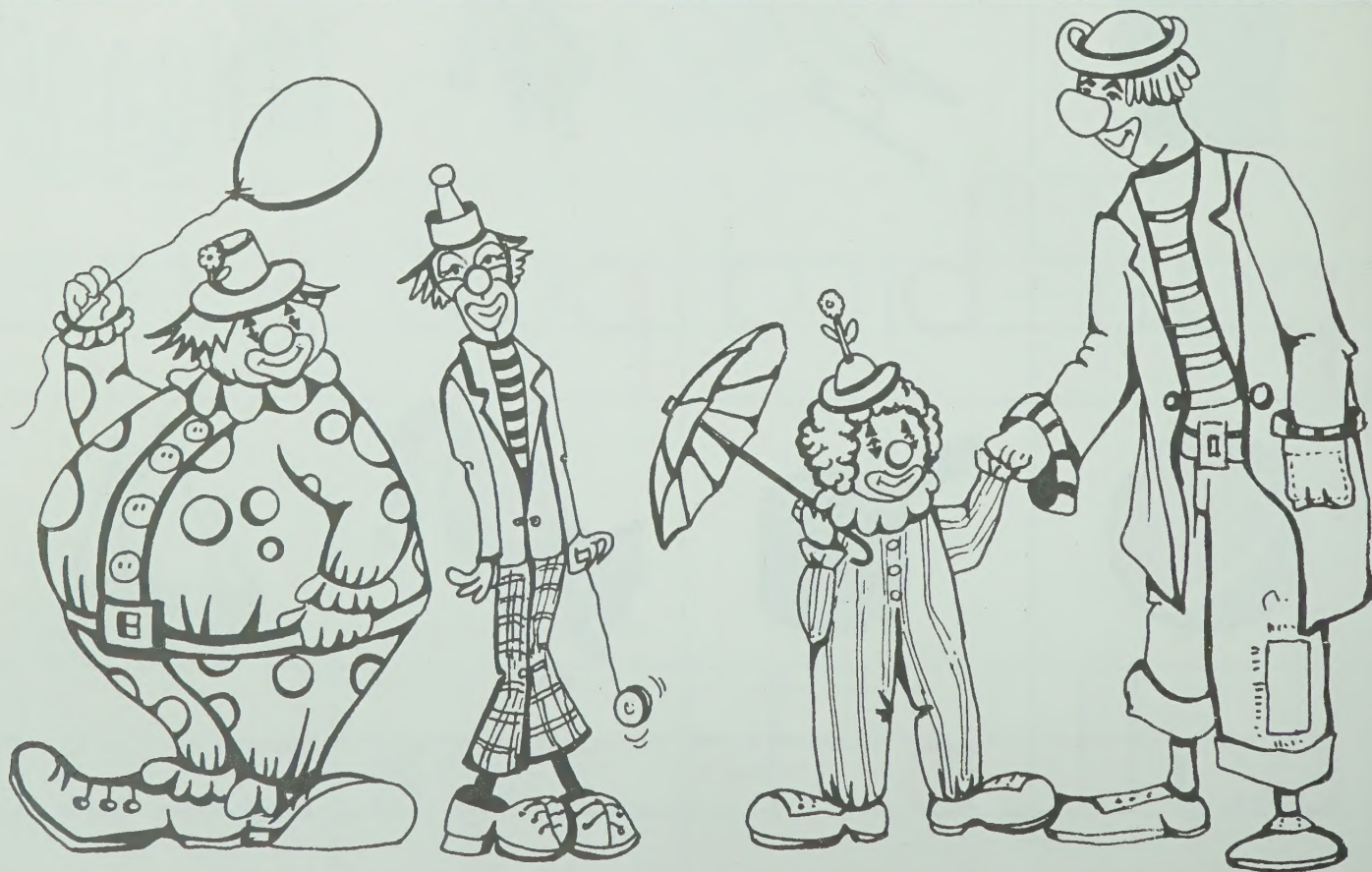
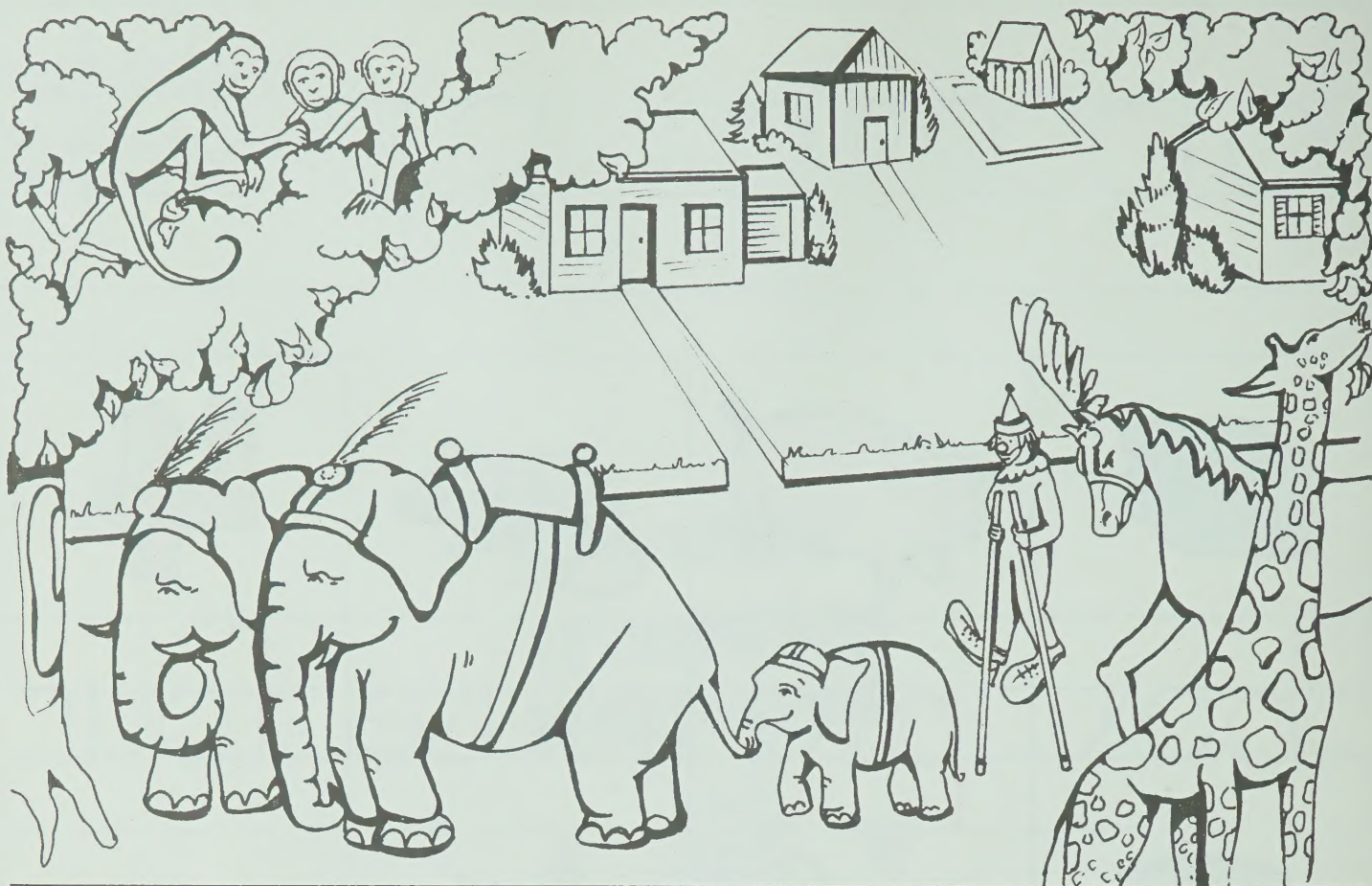
p ot

f ox

b oat

Objective: Write b, m, p, f; associate sound and symbol, /b/, b; /m/, m; /p/, p; /f/, f.
 Directions: Pupils trace the letter forms at the top of the page, then complete the word accompanying each picture by writing the appropriate beginning letter.

2703789



This is my school.

8

fold

This is my family.

5

fold

Me

1

This is where I live.

4

My name is

2

This is what I like to eat.

7

I am _____
years old.

3

This is what I like to play.

6

My birthday is on _____

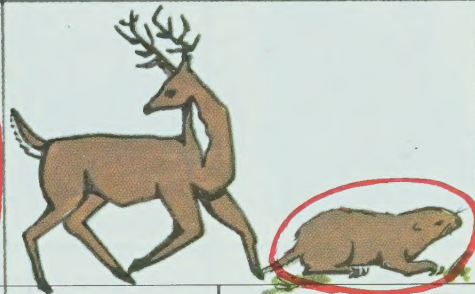
G G G g g g g



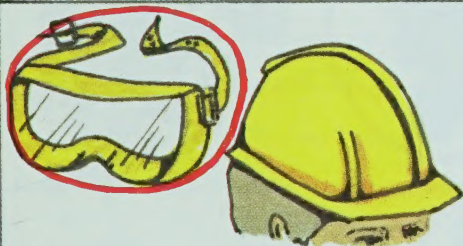
garden



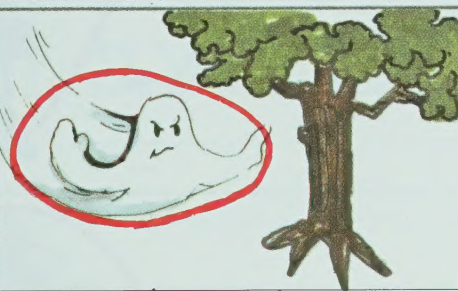
goat



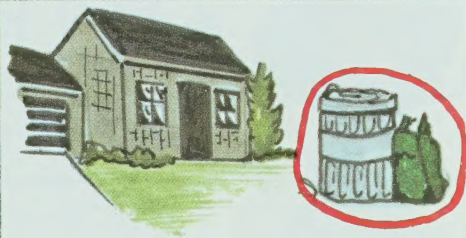
gopher



goggles



ghost



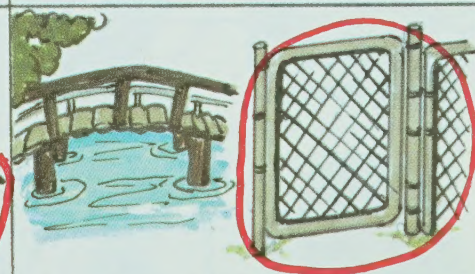
garbage



guitar



goose



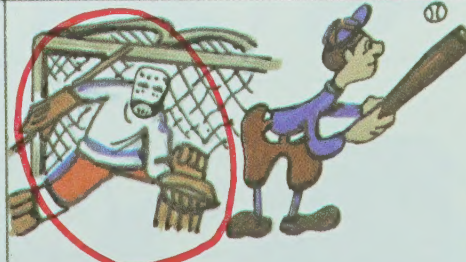
gate



girl



golf



goalie

Objective: Write G, g; associate sound and symbol /g/, g.

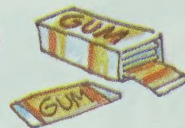
Directions: Pupils trace the letter forms at the top of the page. Then they circle a picture in each box that matches the word. The association can be made by noting that each word begins with g and finding a matching picture whose name begins with /g/.



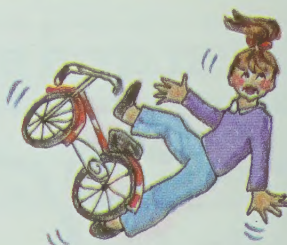
I like



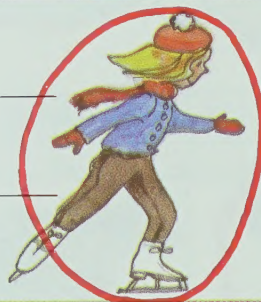
I like



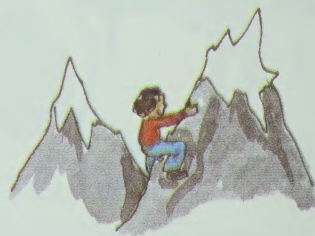
I like to



I can

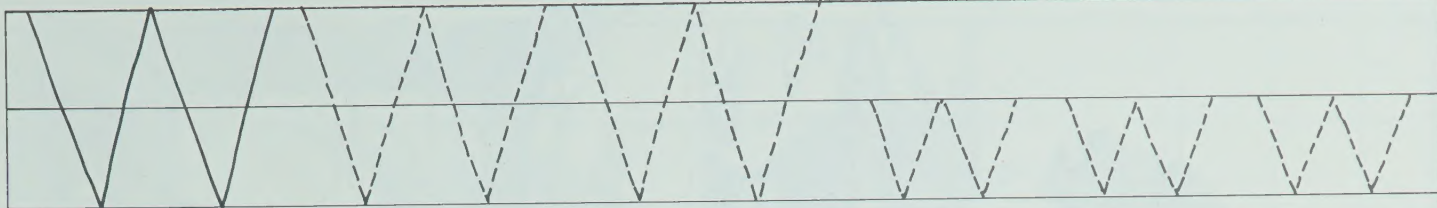


I can

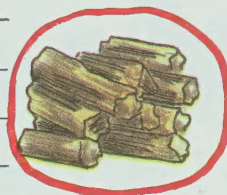


I can

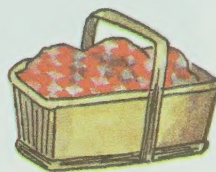




I want w _____.



wood



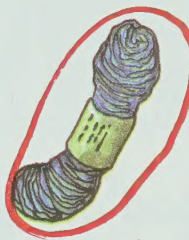
I want a w _____.



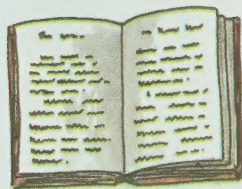
worm



I want w _____.



wool



I want w _____.



water



I want a w _____.



wiener





Frog ran to Toad's house.



He went into the house.



He pulled Toad out of bed.



He knocked on the door.



He found Toad in bed.



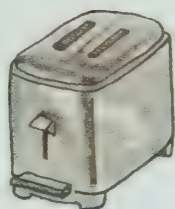
He pulled Toad out of the house.

S S S

r r r



s | r t



s | r t



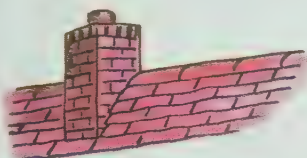
s | r t



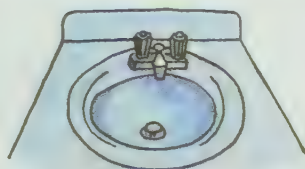
s | r t



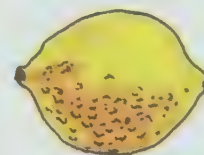
s | r t



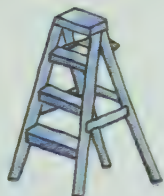
s | r t



s | r t



s | r t



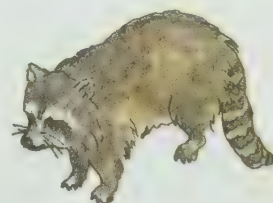
l adder



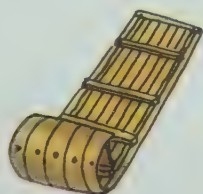
s oap



t iger



r accoon



t oboggan



r ainbow



l amb

6

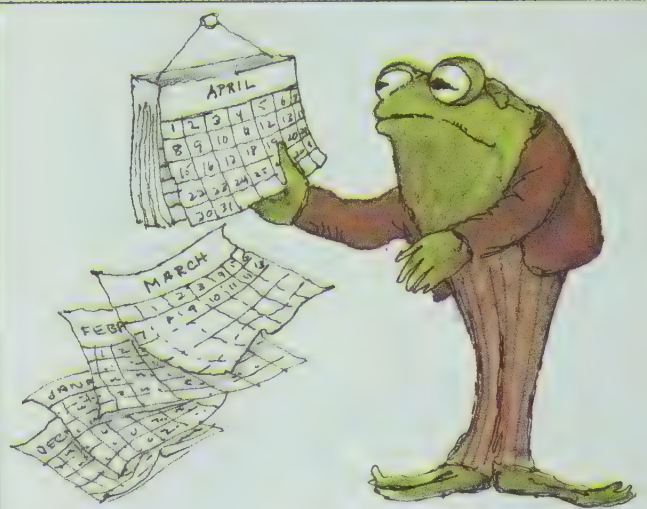
s ix

Objective: Write s, l, r, t; associate sound and symbol.

Directions: Pupils trace the letter forms in first row; in the next two rows, they name each picture and circle the letter it begins with; in the last two rows, they name each picture and complete the word by writing in the beginning letter.



Toad went back into the house.



He tore off the pages.



He showed Toad the calendar.



Frog found the calendar.




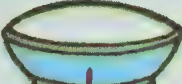


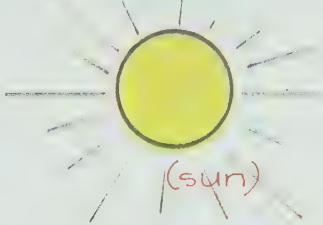






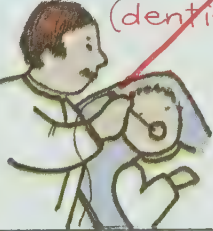




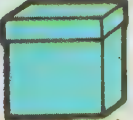

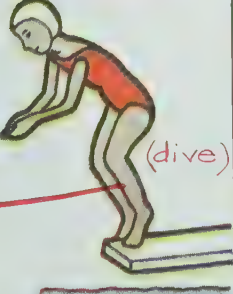


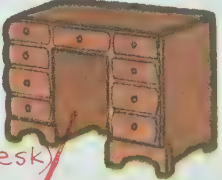






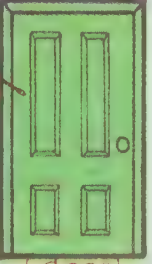
Toad went back to bed.



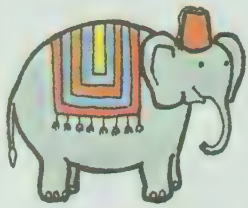
Frog and Toad ran down the road.

The pictures are identified for your convenience.

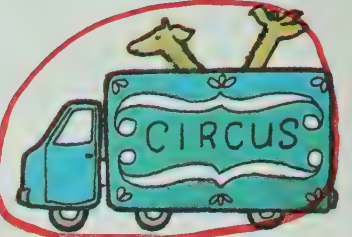
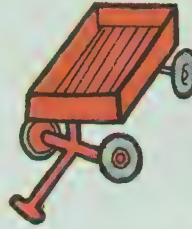
D	D	D							
d	d	d	d	d	d	d	d	d	d

 (dog)  (dish)  (fish)  (daisy)  (sun)  (dance)  (kite)  (boat)  (daffodil)  (horse)  (dinosaur)  (dentist)  (house)  (duck)	 (dart)  (deer)  (box)  (doll)  (dive)  (star)  (pencil)  (desk)  (dollar)  (cap)  (airplane)  (bed)  (doctor)  (car)  (door)
---	--

Objective: Write D, d; associate sound and symbol /d/, d.
Directions: Pupils trace each of the letter forms at the top of the page; then in each box below, draw a line from the letter d to pictures whose names begin with /d/.



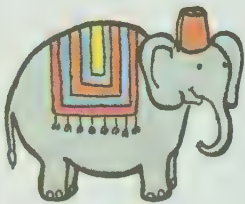
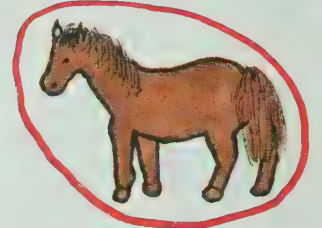
I can ride in a



I want to ride in a



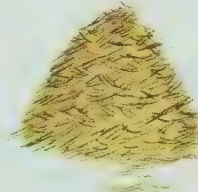
You can ride a



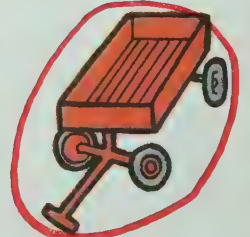
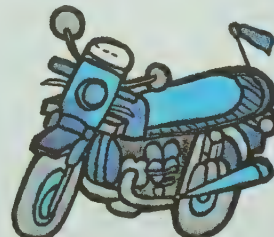
I like



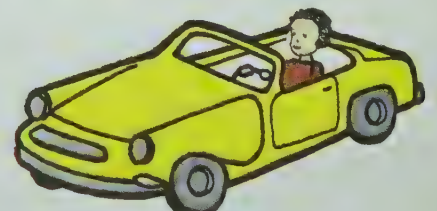
I like

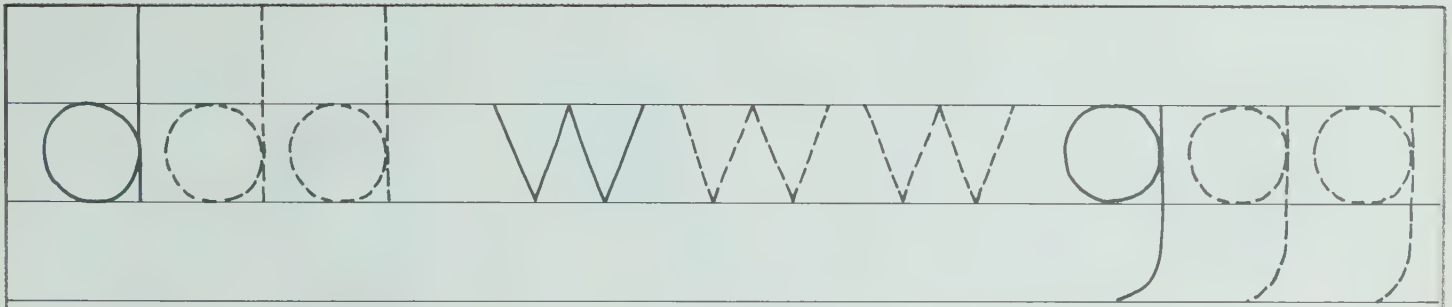


I can ride in a



You like





<p>wolf</p>  <p>ride</p>	<p>dog</p>  <p>garden</p>	<p>boot</p>  <p>goat</p>
<p>door</p>  <p>guitar</p>	<p>window</p>  <p>mother</p>	<p>balloon</p>  <p>duck</p>
<p>pony</p>  <p>wallet</p>	<p>box</p>  <p>dentist</p>	<p>girl</p>  <p>pony</p>
<p>dive</p>  <p>like</p>	<p>cart</p>  <p>ghost</p>	<p>house</p>  <p>witch</p>
<p>little</p>  <p>golfer</p>	<p>wagon</p>  <p>today</p>	<p>doll</p>  <p>with</p>

Objective: Write d, w, g; associate sound and symbol.
 Directions: Pupils trace each of the letter forms at the top of the page; then circle the word that names each picture. (Note that it is not necessary for pupils to recognize the word — rather they match the initial letter of the word to the beginning sound when they name the picture.)



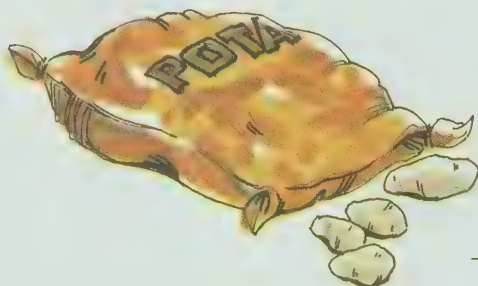
3



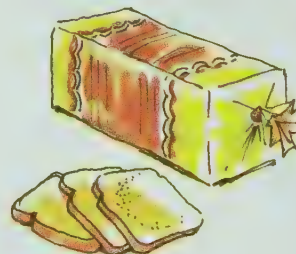
1



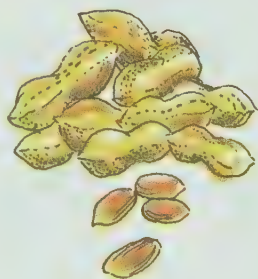
4



1



3



5



2



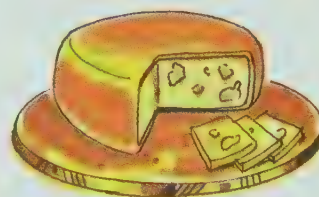
1



3



5



2



4



5



1



Someday I'll go to the circus
and see a **lion** and a tiger.

Someday I'll get a **pony** and
ride it in the circus parade.

Someday I'll be a ballet
dancer in the circus.

Someday I'll lead the circus
band and **wave** a big flag.

Someday I'll get some **bananas**
and feed them to the monkeys.

Someday I'll have a circus
and sell **tickets** at the gate.



dog

dogs



girl

girls



kites

kite



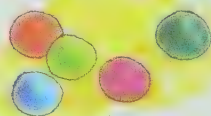
cars

car



pigs

pig



ball

balls



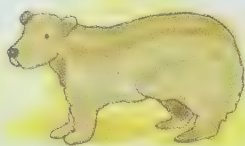
boat

boats

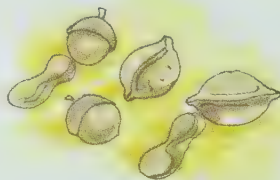


apple

apples

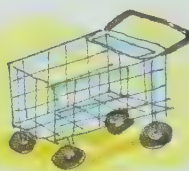


bear

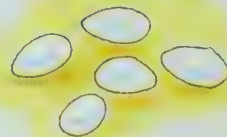


nut

s



cart



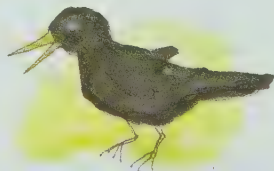
egg

s



tree

s

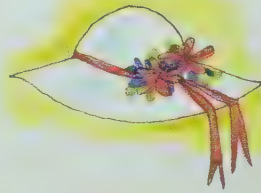


crow



house

s



hat

I like to ride the bike.



I want to get a big fish.



I want a big ball and a wagon.



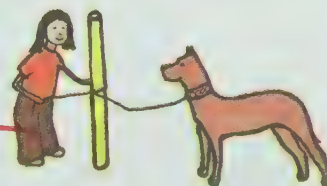
You can ride in the wagon.



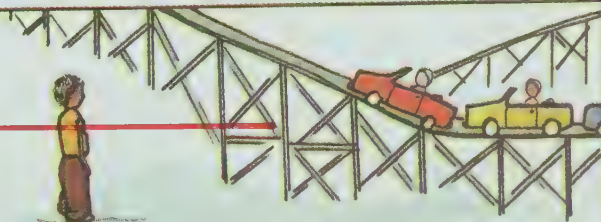
I want to get a big car.



I want to get a big dog.

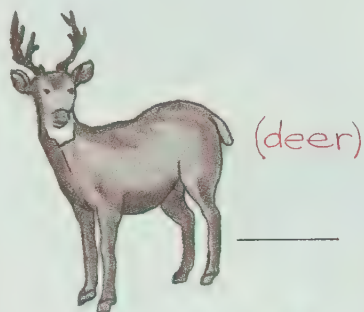
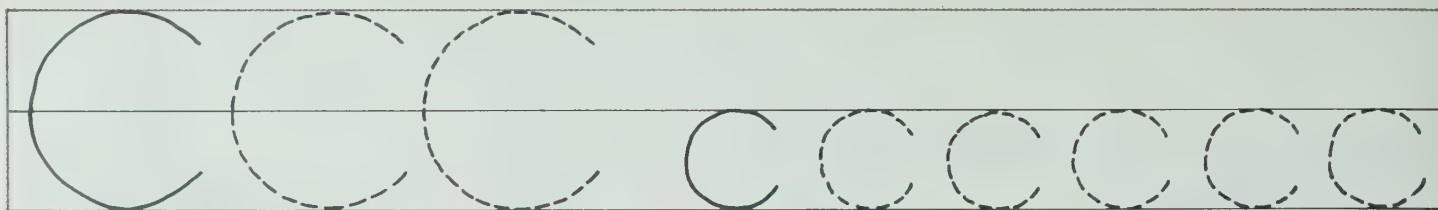


Can I ride in the car?



Can I ride in the boat?



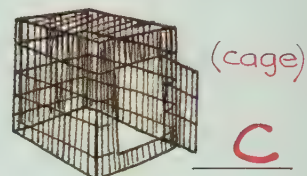


(deer)



(castle)

C



(cage)

C

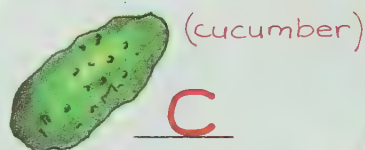


(goat)



(candle)

C

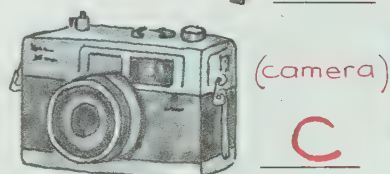


(cucumber)

C

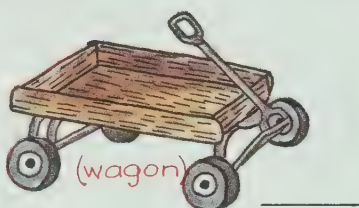


(fire)



(camera)

C

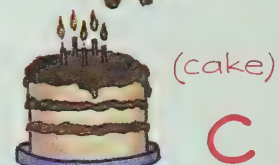


(wagon)



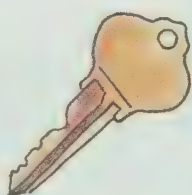
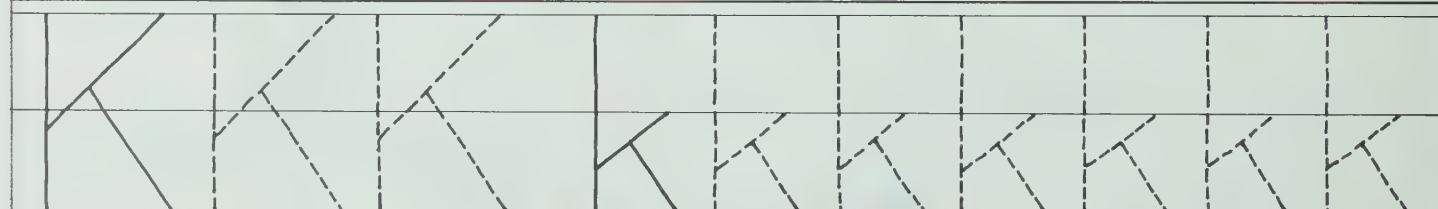
(cow)

C



(cake)

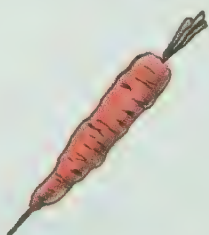
C



key

top

box



carrot

king

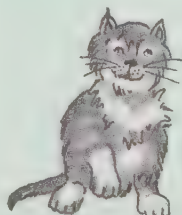


find

cane



will



kitten

wind

dog



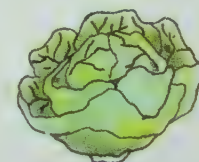
kangaroo

card

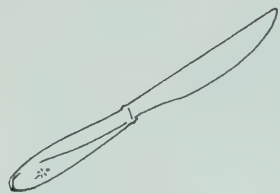


nest

cabbage

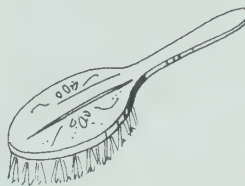


bear



and

a knife and fork



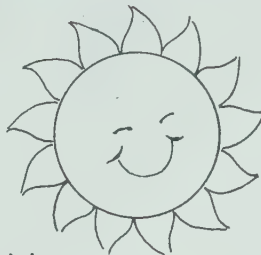
and

a brush and comb



and

a hat and coat



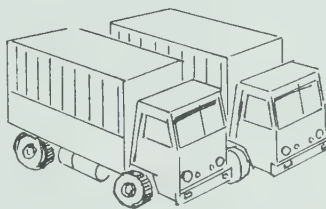
and

the sun and the moon



and

shoes and socks



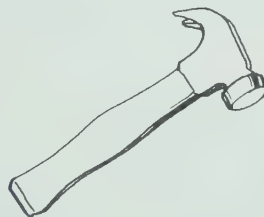
and

trucks and cars



and

a ball and bat

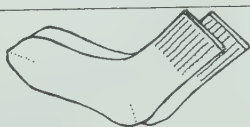


and

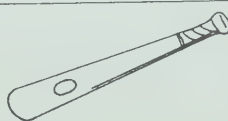
hammer and nails



fork



socks



bat



comb



cars



moon



coat



nails

Objective: Classify; recognize and.

Directions: Pupils find the object at the bottom of the page to complete each pair; then (i) write the word on the line and (ii) draw the picture in the space provided.



Can you find the three bears?

I can find a little bear.

I can find two big bears.

A squirrel is in a tree.

Can you find it?

It likes to eat nuts.

Find the two raccoons.

Do you see the little raccoon on the log?

Do you see the big raccoon on the log?

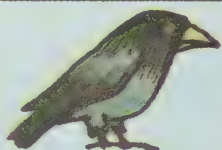
The crows are in the nest.

The crows are big.

The crows are black.



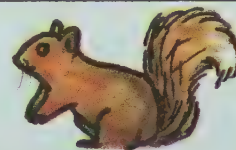
bear



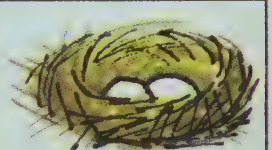
crow



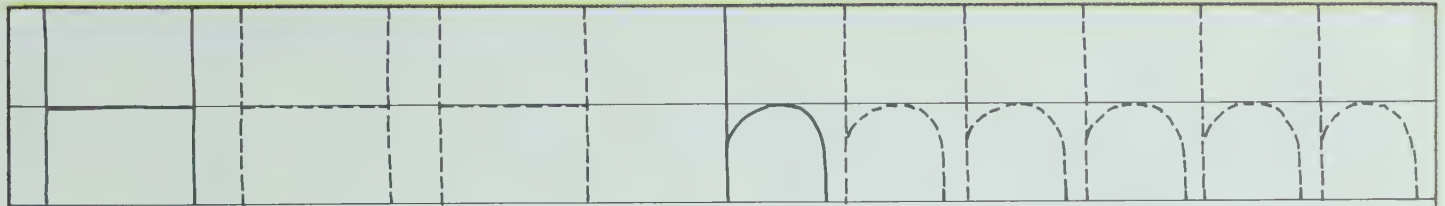
raccoon



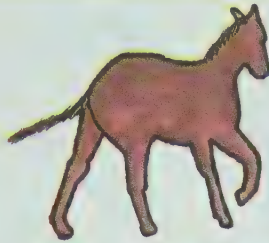
squirrel



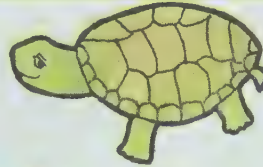
nest



(window)



(horse)



(turtle)



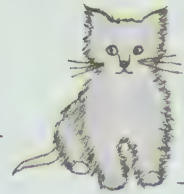
(bear)



(house)



(kite)



(cat)



(pig)



(horn)

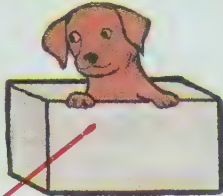


(hammer)

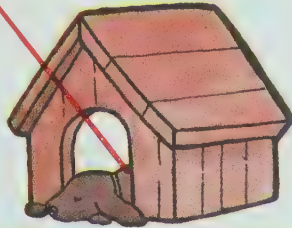


(hamburger)

in a house



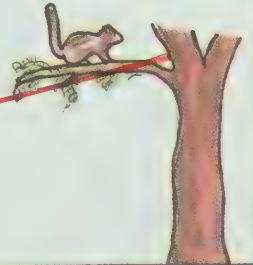
in a box



in a hole



in a tree



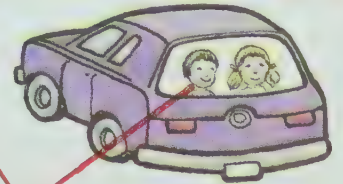
in the basket



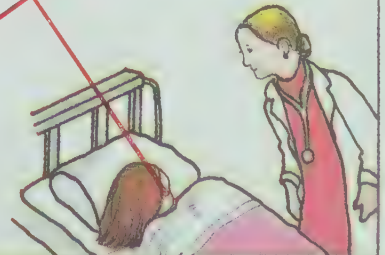
in a hand



in a hospital


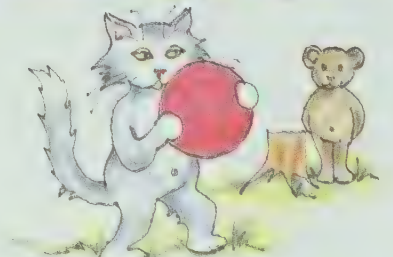




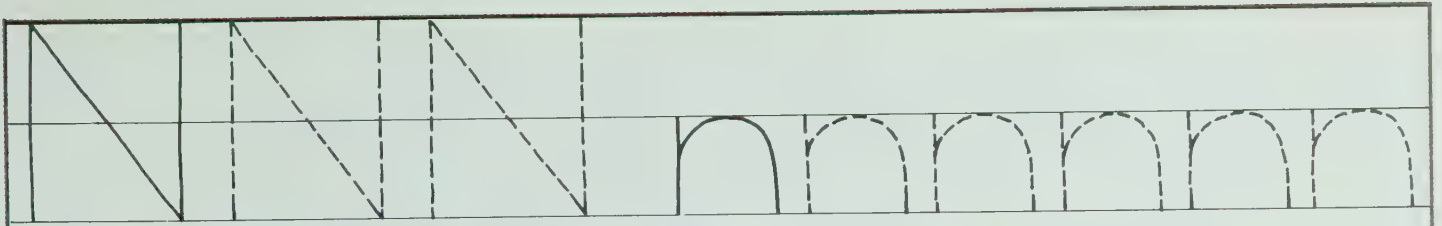
in a car



Objective: Write H, h; associate sound and symbol.

Directions: Pupils trace the letter forms at the top of the page. In the first exercise, pupils write h beside each picture whose name begins with /h/. In the next exercise, pupils draw a line from each phrase to the appropriate picture.

	The little bear said, "I want a ball."
	A cat said, "I can find a big ball."
	A cat said, "I can get two little balls."
	The little bear said, "I like the balls."
	The cat and the bear played with the balls.
	The little bear said, "I want a ball."
	The little bear said, "I like the balls."
	A cat said, "I can get two little balls."
	The cat and the bear played with the balls.
	A cat said, "I can find a big ball."



nuts



horse



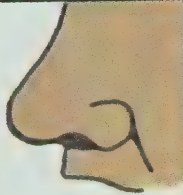
hand



nest



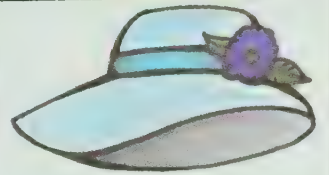
helmet



nose



nail



hat



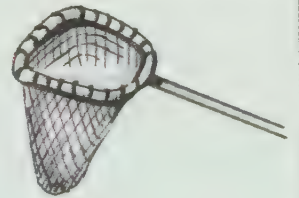
nickel



nurse



house



net



I like to eat nuts.



I want to find a nail.



I live in a nest.

Objective: Write N, n; associate sound and symbol.

Directions: Pupils trace the letter forms at the top of the page; then say the name of each picture and complete the words by writing the first letter. At the bottom, pupils complete the sentences by writing an appropriate word (from the boxes) on the line.

The elephant said, "I can find what I want."

The horse said, "I can find what I want."

The dog said, "I can find what I want."

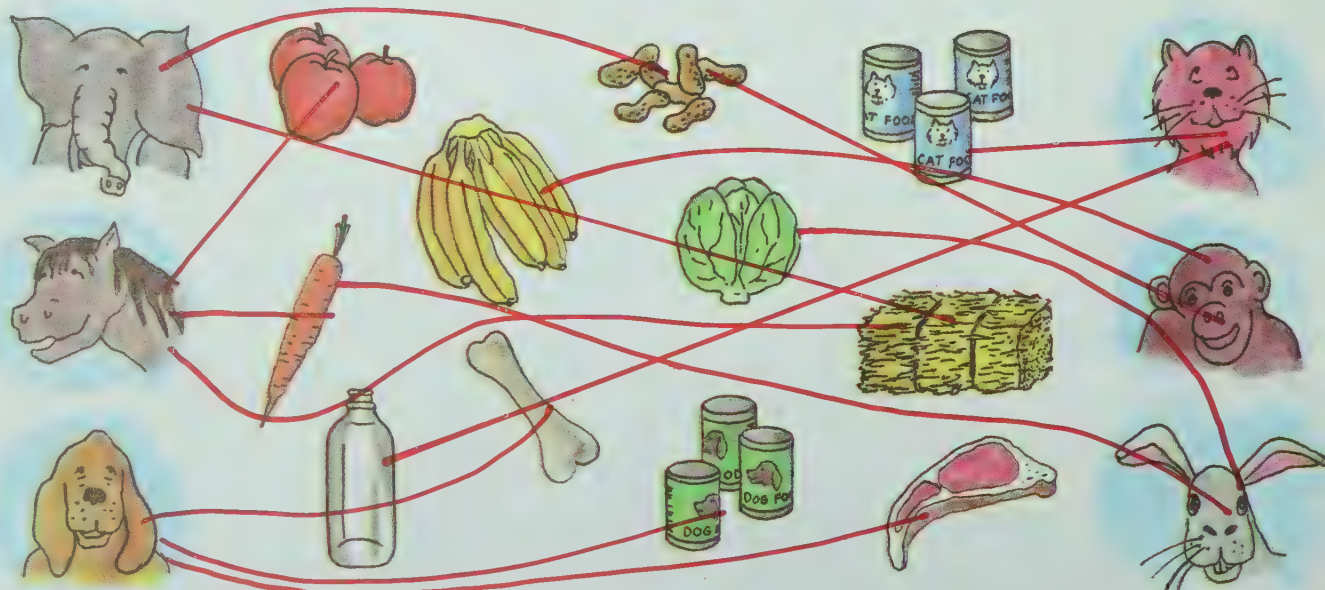
The cat said, "I can find what I want."

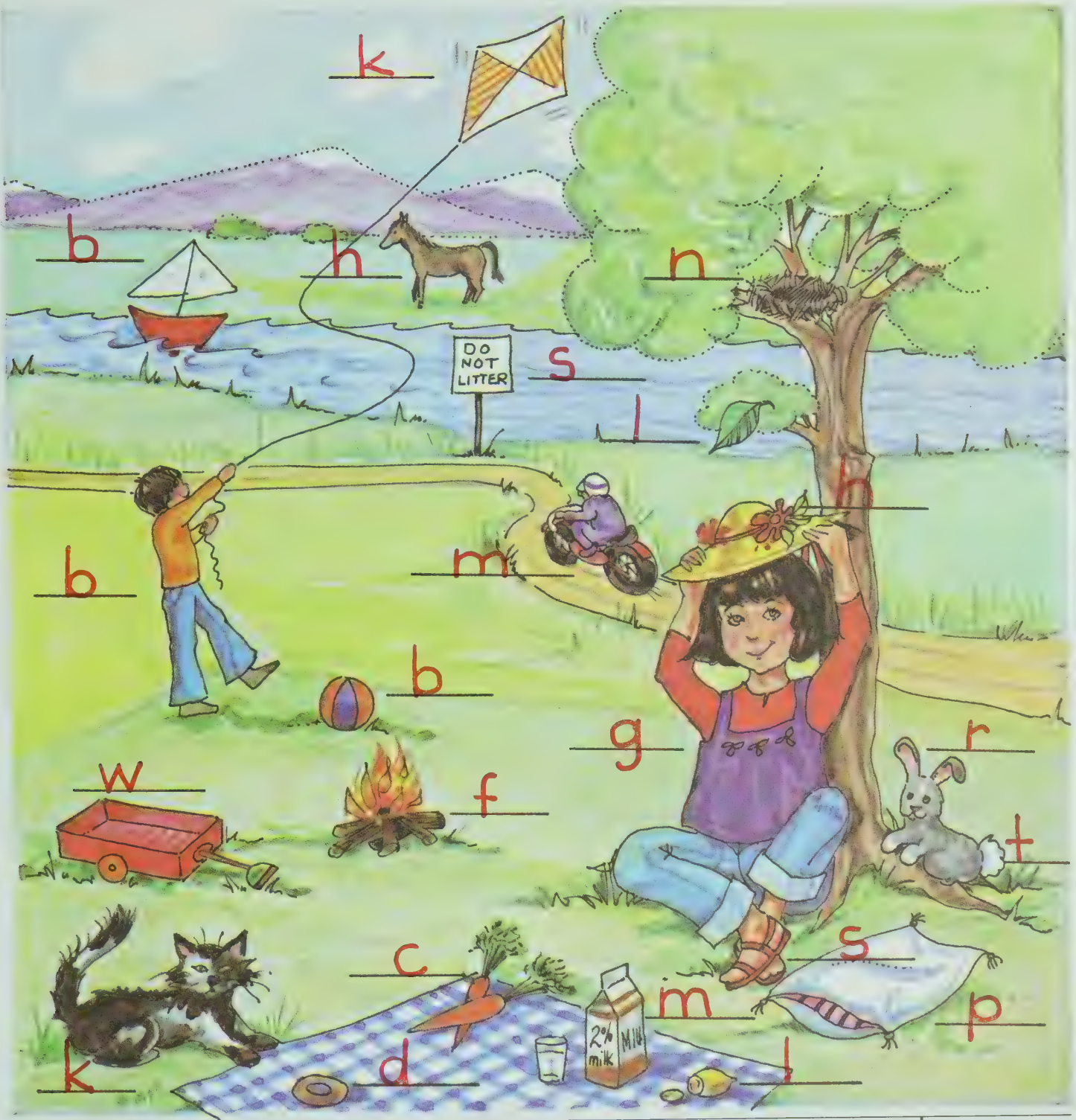
The monkey said, "I can find what I want."

The rabbit said, "I can find what I want."







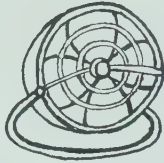


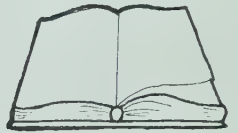








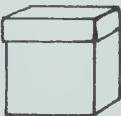



Can you find what the animals want?





b c d f g h k l m n p r s t w

b c d f g h k l m n p r s t w

a man		a rat	
a can		a hat	
a fan		a bat	
a coat		a book	
a goat		a cook	
a boat		a hook	
a ball		a mouse	
a fall		a house	
a box		a fish	
a fox		a dish	

Use for oral responses



r		d	
			
ca <u>t</u>	<u>r</u> abbit	ten <u>t</u>	can <u>d</u> le
			
<u>d</u> ancers	ra <u>t</u> <u>t</u> le	finge <u>r</u>	be <u>d</u>
			
che <u>r</u> <u>r</u> y	<u>b</u> ottle	dee <u>r</u>	toas <u>t</u> er
			
den <u>t</u> ist <u>t</u>	chil <u>d</u> ren	can <u>d</u> y	pi <u>r</u> ate

What are you doing?

x

x

x

x

Little Bear is playing.

x

x

x

x

I am going with you.

x

x

x

x

x

Can you make good monsters? Try it.

Make a big monster.
Color it green.
Make a black hat for it.

Make a little monster.
Color it red.
Make a yellow hat for it.

Make a monster
with

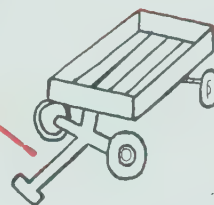
Make the monster here.



1. I want to ~~ride~~ in the wagon.

2. ~~Can~~ you find a little cat?

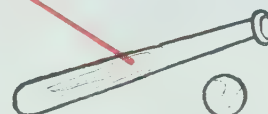
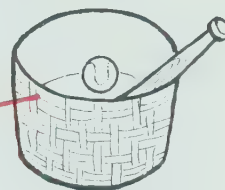
3. ~~You~~ can get a ball for me.



4. Get a ball and a bat for me.

5. Put ~~them~~ in the basket.

6. ~~I~~ want a big ball.



7. ~~Here~~ is a little dog.



8. We ~~are~~ playing with it.



9. Here is a ~~good~~ book.

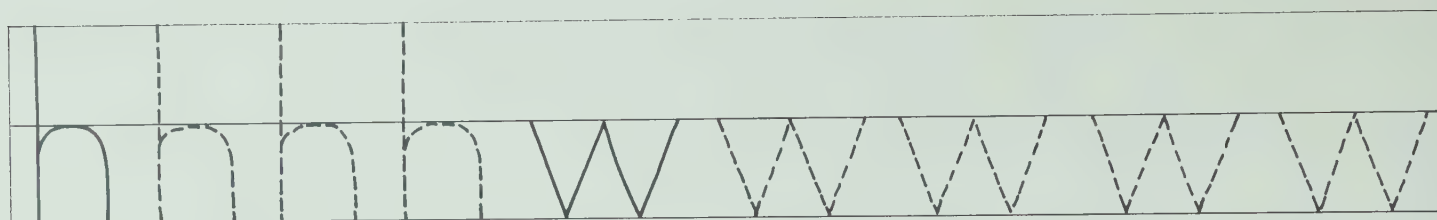


10. What can I ~~do~~ with a ball?



11. I said, "~~I~~ ~~want~~ a kitten."





hat



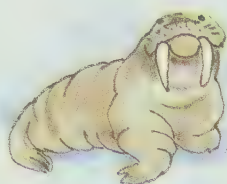
window



watch



hammer



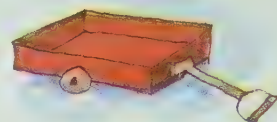
walrus



horse



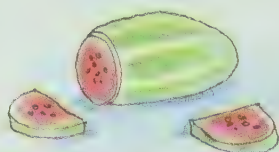
house



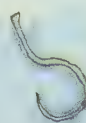
wagon



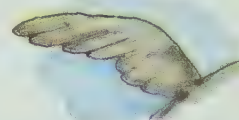
hands



watermelon



hook



wing



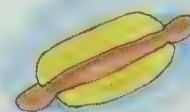
hay



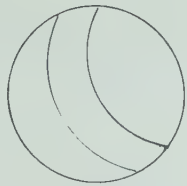
wolf



heart



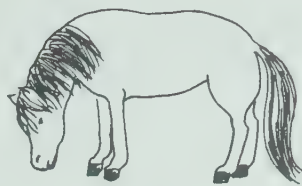
hot dog



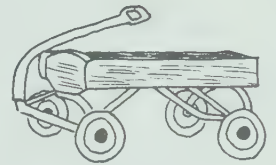
a ball



a bike



a pony



a wagon

I want is a ball.

Here a ball.

I want "Can you ride it?"

You said, a pony.

I can ride it.

You want a bike.

Can you "I like to ride a bike."

You said, ride it?

Here is ride in it.

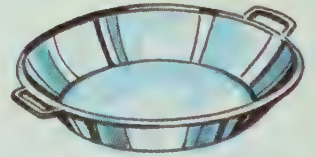
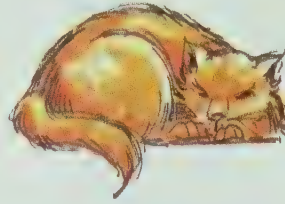
Do you want a wagon.

I can a ride?

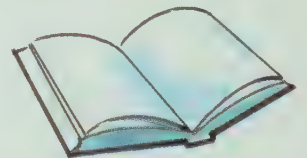
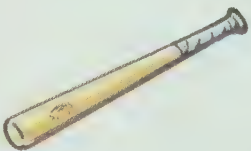
Objective: Recognize core vocabulary; match sentence parts.

Directions: Pupils identify the pictures in the top row and note the words under each. Then they read the sentence parts in each row and join the parts that make sentences.

all look at can



man ball cat pan



bat hook fan book

She saw a tall man.

The man can cook.

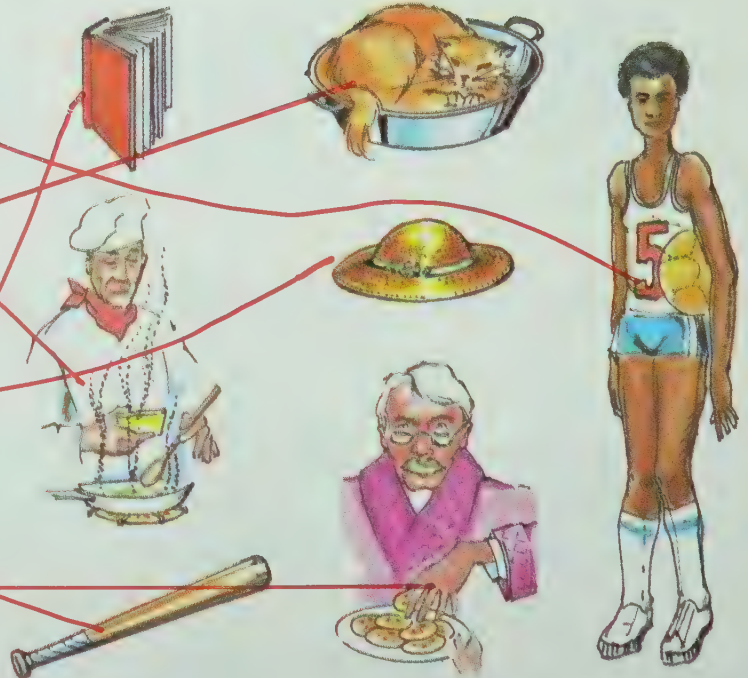
Find the cat in the pan.

I want a little hat.

Find the bat.

The man took a cookie.

Find a little book.



I can ride a bike.

x x

x x x

He wants to ride a pony.

x x

x x x x x

He wants to go to a park.

x x x

x x x x x

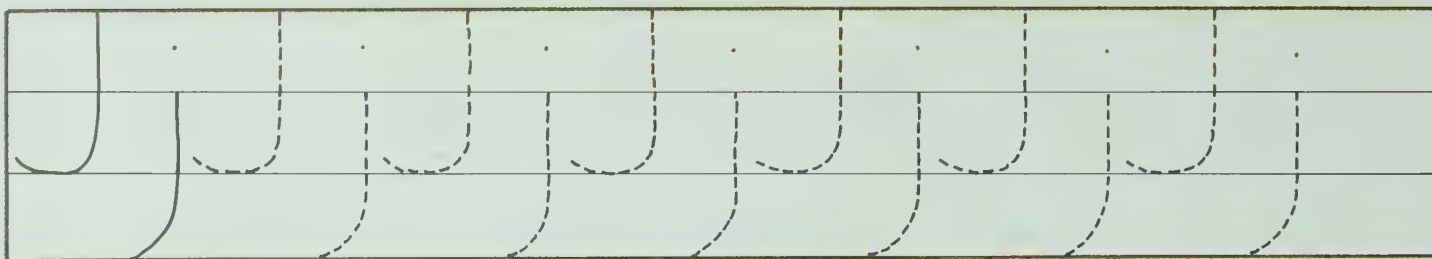
She wants to play ball.

x x x

x x

Objective: Practise handwriting by copying sentences.

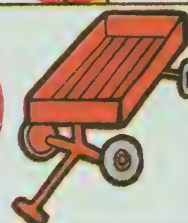
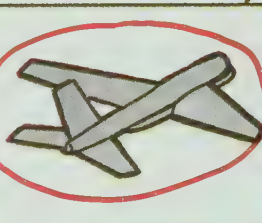
Directions: Pupils copy each sentence. (Remind them that the X's indicate where each word starts.)



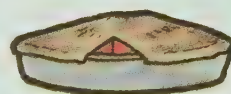
I can j ump.



I can ride in a j et.



I like j elly beans.



I want a red j acket



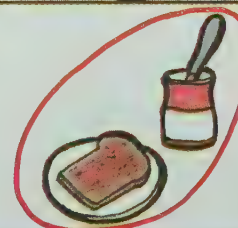
I want blue j eans.



I like to ride
in a j eep.

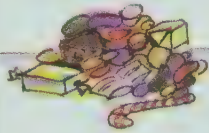


I want toast and j am.

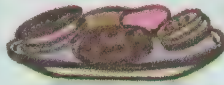




a bike



candy



cookies



playground



school



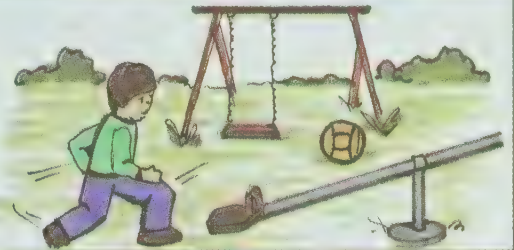
a wagon

I look big.



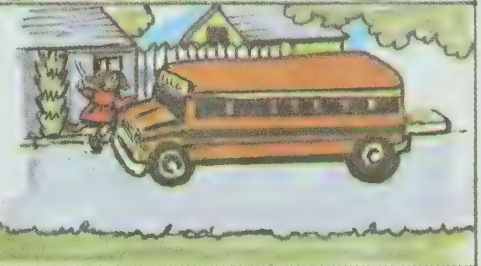
I look little.

I can go to the playground.



I can go to school.

She can ride on a bus.



She can ride in a wagon.

She saw all the candy.



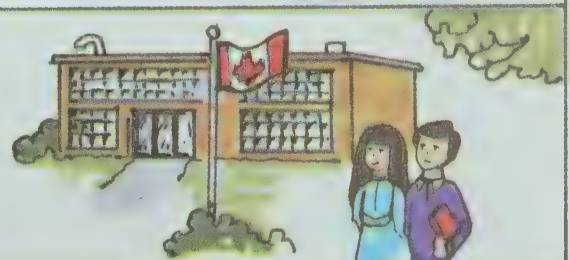
She saw all the cookies.

Look at me in the wagon.



Look at me on a bike.

We are at school.

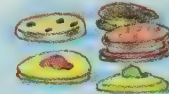
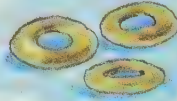


We are at the playground.

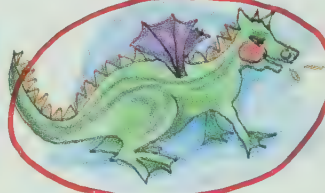
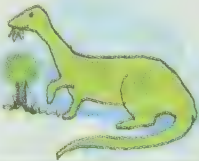
1. How did Lucille feel at the beginning of the story?



2. What did Lucille want?



3. What things did Lucille try to look like?



4. Where did Lucille try to go?

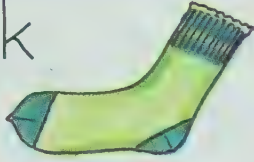

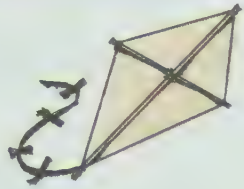


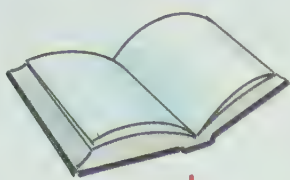



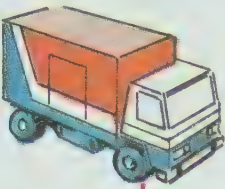
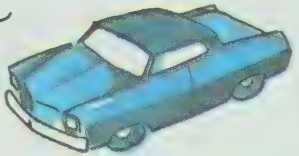




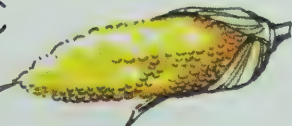

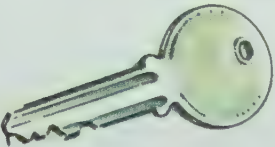



5. How did Lucille feel when she came home?

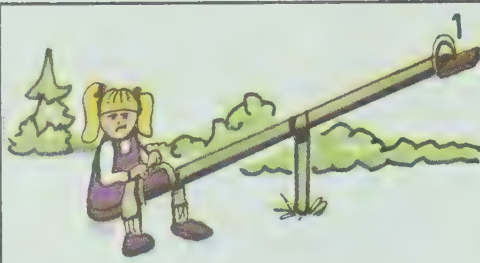


6. What do you think her mother and dad did when she got home?
or other responses if pupils justify



C	K	CK	
c  c	ck  ck	k  k	k  k
k  k	c  c	k  k	ck  ck
ck  ck	k  k	ck  ck	c  c
ck  ck	k  k	k  k	c  c
c  c	ck  ck	k  k	c  c

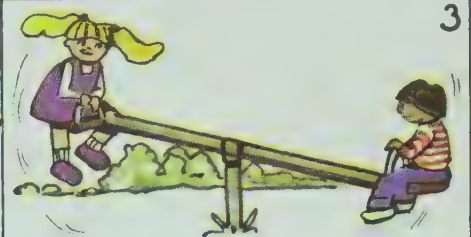
Objective: Recognize /k/, c; /k/, k; /k/, ck in initial and final positions.
 Directions: Pupils practise writing the letter forms at the top of the page. Pupils note the letter given with each picture. They name the pictures, note where they hear /k/ in the name, then write c, k, or ck on the appropriate line.



Pat wants to play on the teeter-totter.



Dan said, "Can I play with you?"



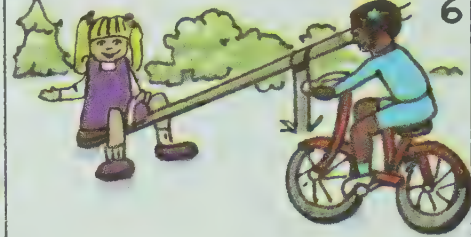
Pat and Dan play.



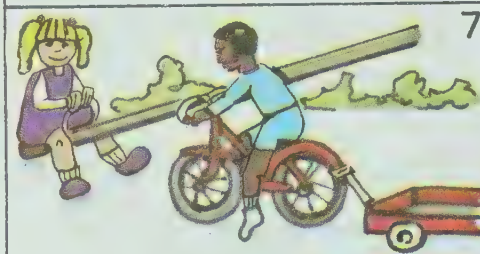
Dan runs to fly his kite.



Pat can't play.



Pat said, "Penny, will you play with me?"



Penny said, "No. I want to ride my bike."



Pat said, "Can I ride too?"



Penny said, "You can ride in the wagon."

Who wants to play on the teeter-totter?



Who played on the teeter-totter with Pat?



Who has a kite?



Who has a bike?

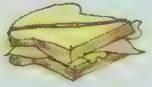


Who can ride in a wagon?





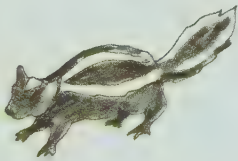
apple



sandwich



kitten



skunk



cookie



milk



mouse



rabbit

Pete gave the squirrel

a sandwich

Pete gave some milk

to the kitten

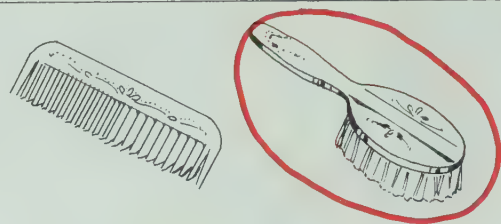
Pete gave a cookie

to the bird.

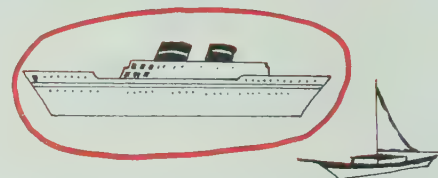
Pete gave an apple

to the rabbit

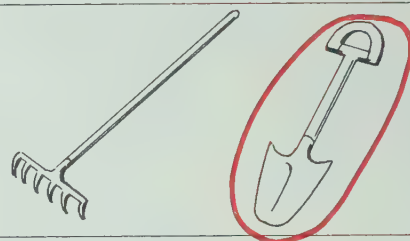
She wants a bru s h.



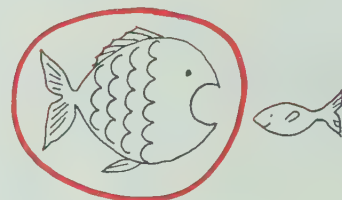
She saw a big s hip.



She wants a s hovel.



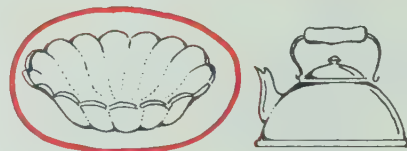
She can get a big fis h.



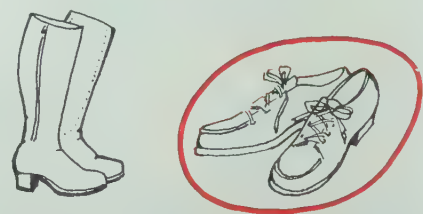
She can pus h the wagon.



She can find the dis h.



She wants red s hoes.



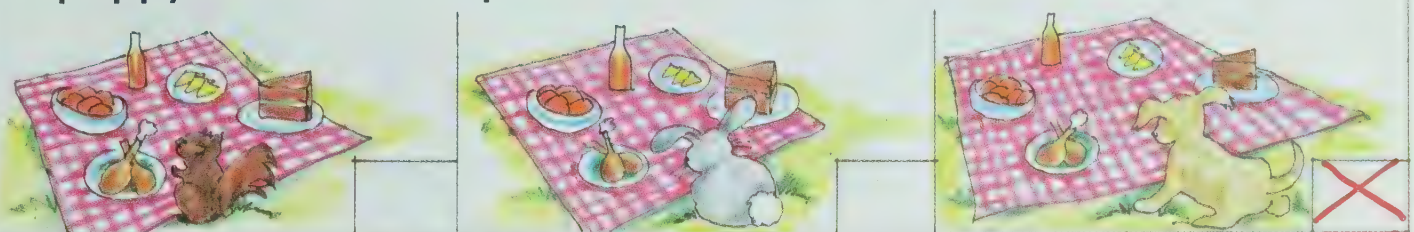
She likes the s heeep.



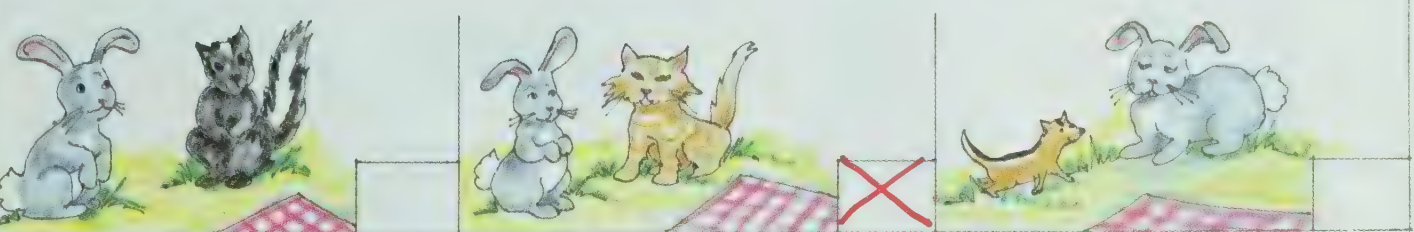
Pete can have a picnic.



A puppy came to the picnic.



A rabbit came with a kitten.



Rosie can go to the playground.



She can go down the slide.

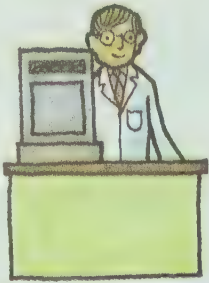


She can go up in a swing.



Objective: Recognize core vocabulary; understand sentence meaning.
Directions: Pupils read each sentence, then study the pictures under the sentence, find the picture that matches the sentence, and place an X in the box beside the picture.

Find where we work.



cashier



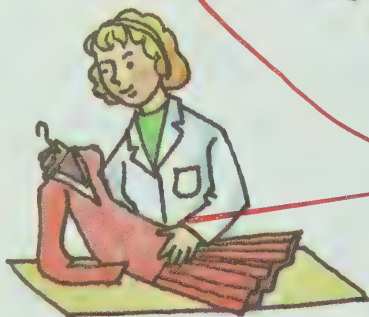
hairdresser



cook



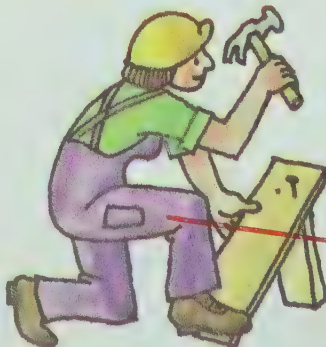
mechanic



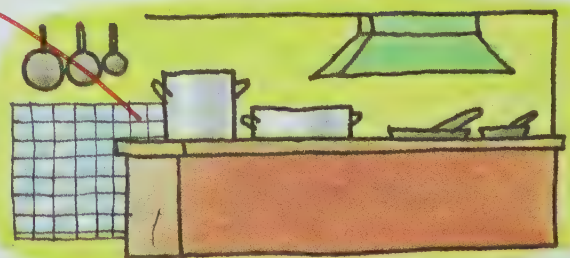
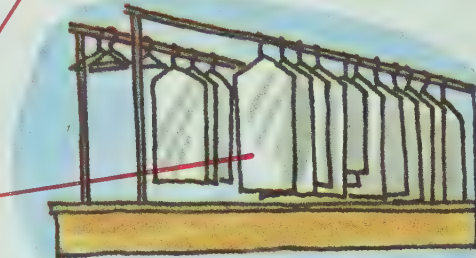
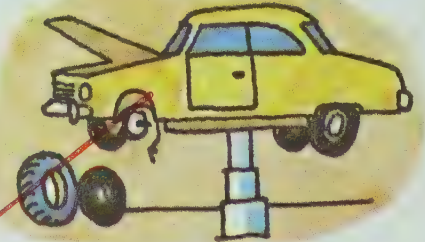
clerk in
dry cleaners



policewoman



carpenter



Mark is climbing a ladder.

Rosie fixed the car.

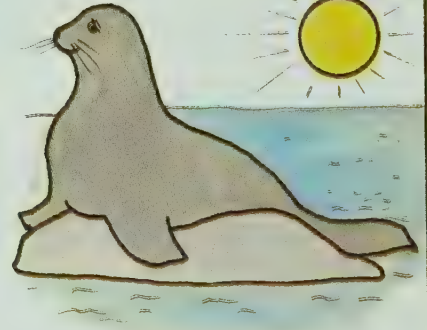
Pete washed windows.

Lucy is pulling the wagon.

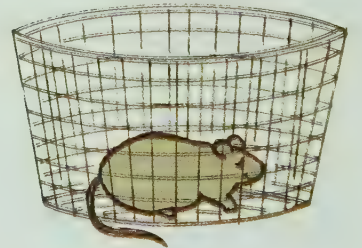
g s

I want to go to the circus.
I want to look at

a s eal in the s un



a mous e in a bas ket



a tig er on a rug



a g irl with a g oat

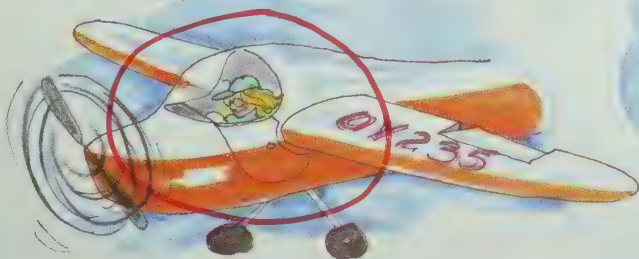
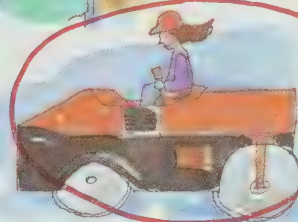
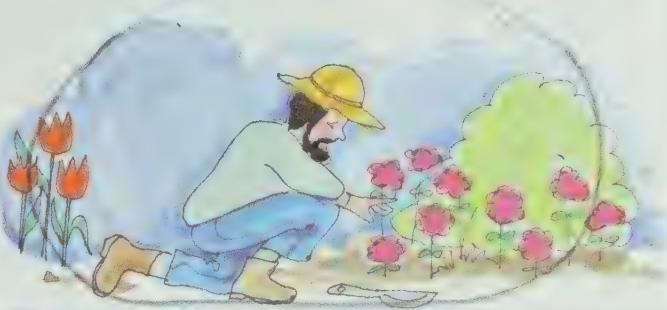


a dog on a bus



Some people work inside.

Some people work outside.



Objective: Classify.

Directions: Read the sentences for each picture at the top of the page. Pupils consider the examples for "inside" and "outside" work. Pupils underline pictures of people who work inside, and circle pictures of people who work outside.

Pictures are identified for your convenience.

13

thirteen

sh

th

sh

th

sh

th

sh

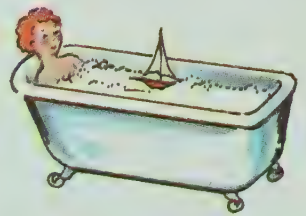
th



sheep



tooth



bath



feather

sh

th

sh

th

sh

th

sh

th



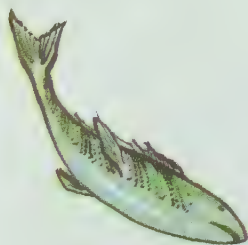
thumb



ship



brush



fish

sh

th

sh

th

sh

th

sh

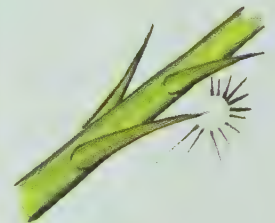
th



mother



mouth



thorn



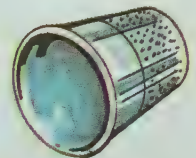
shadow



thistle



shoes



thimble

sh

th

sh

th

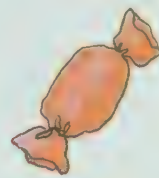
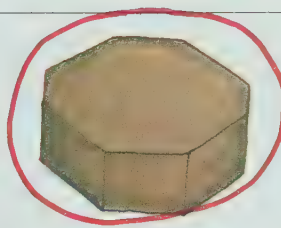
sh

th

sh

th

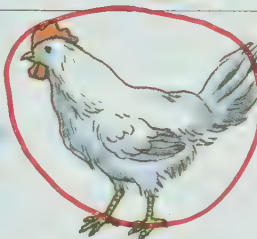
I like chocolate.



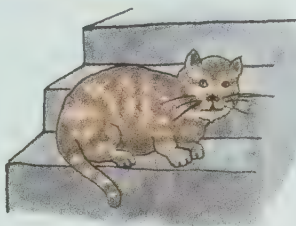
Do you like cherries?



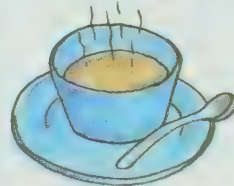
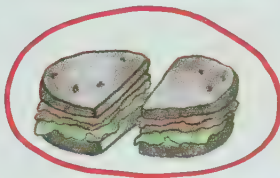
Can you find the chicken?



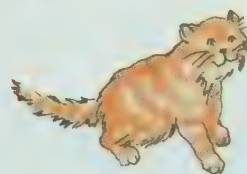
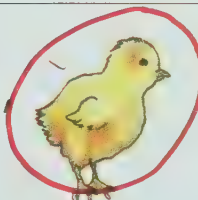
Find the cat on the chair.



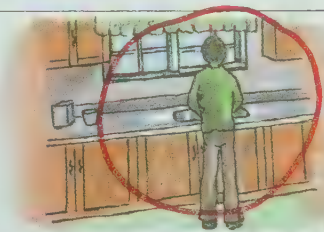
I want a sandwich.



The little chick said, "Cheep!"

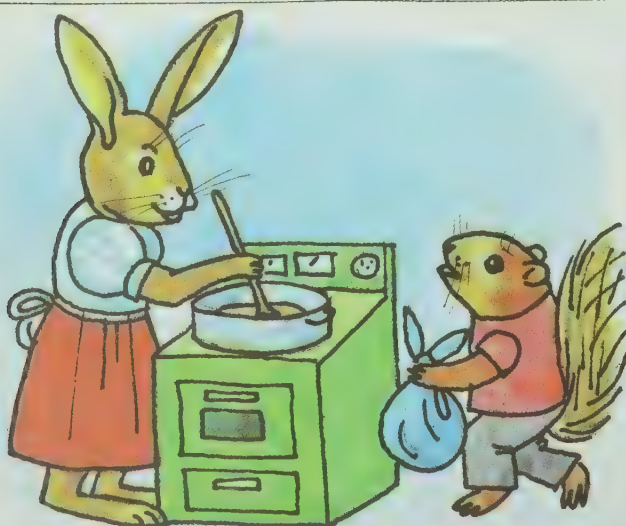


My dad is in the kitchen.



The church is white.





Sammy ran away from home.

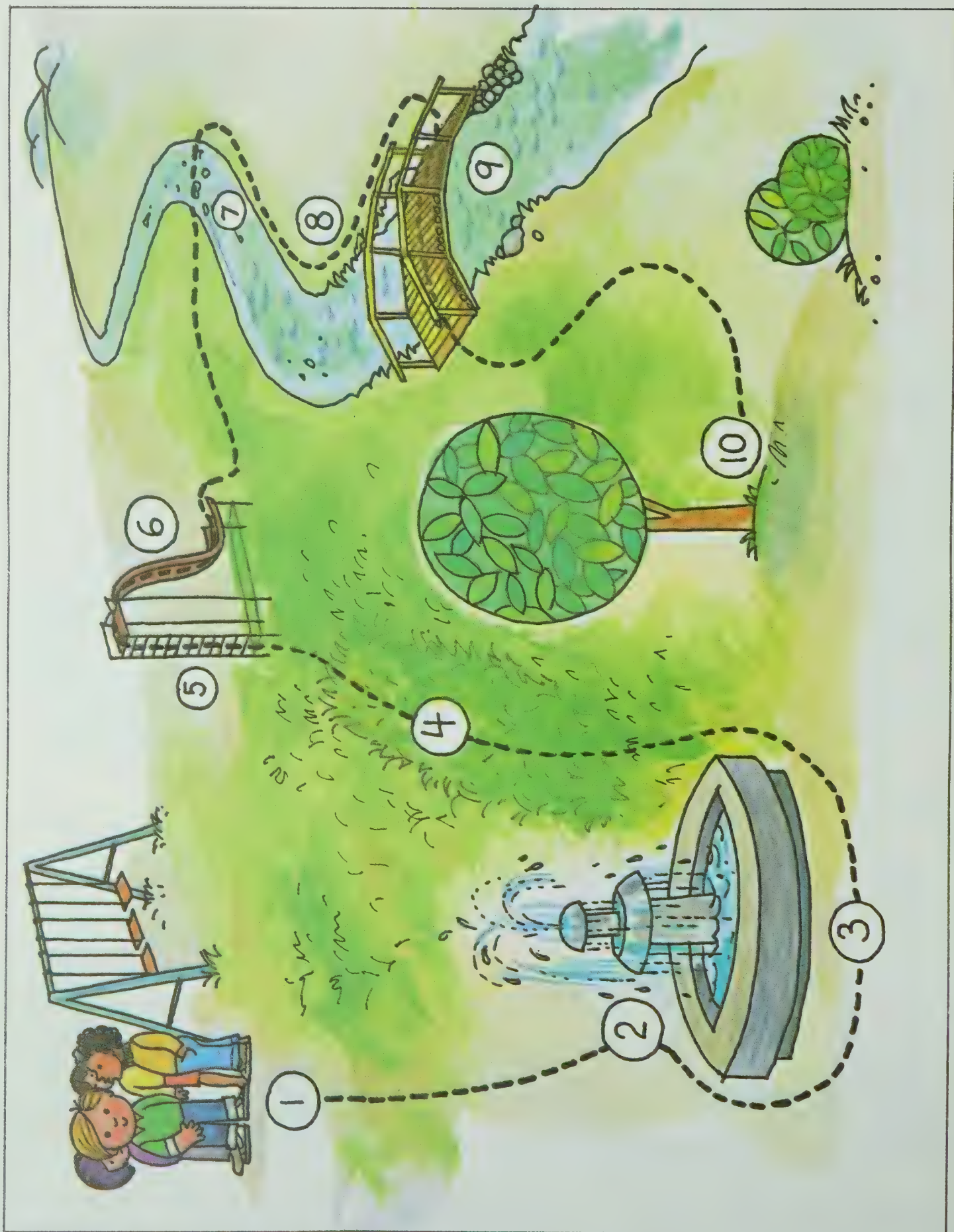
Sammy went to live with the rabbits.

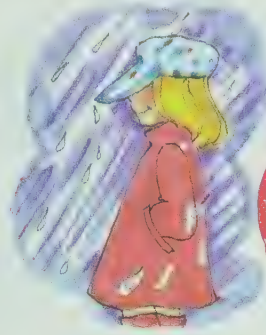
Sammy didn't get any supper.

Sammy went to live with the chipmunks.

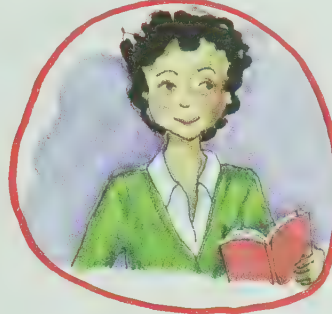
Sammy got all wet.

Sammy went home.





Where did Mandy wear her cap?



Who said, "Take off your cap, Mandy"?

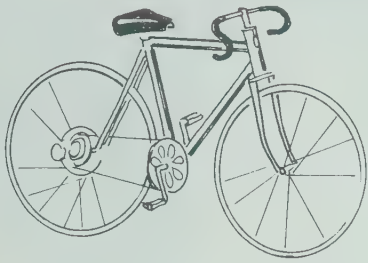


What did Mandy do?



When did Mandy fix her cap?

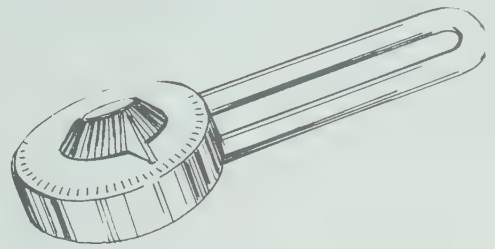




like

hike

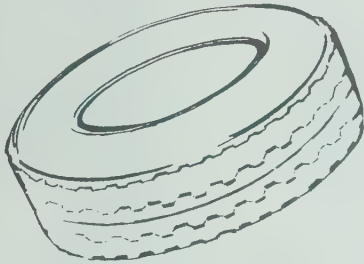
bike



sock

lock

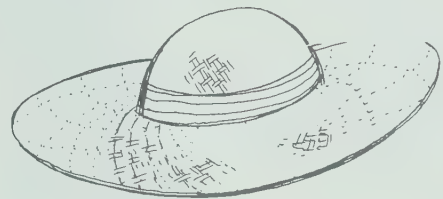
rock



fire

hire

tire



hat

fat

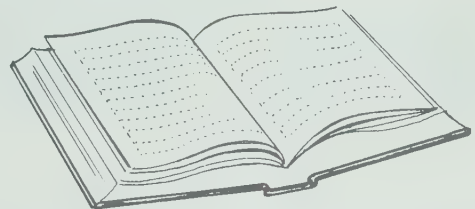
bat



boat

coat

goat



cook

book

took



lake

make

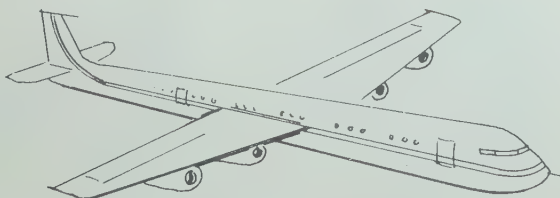
cake



bell

shell

fell



jet

get

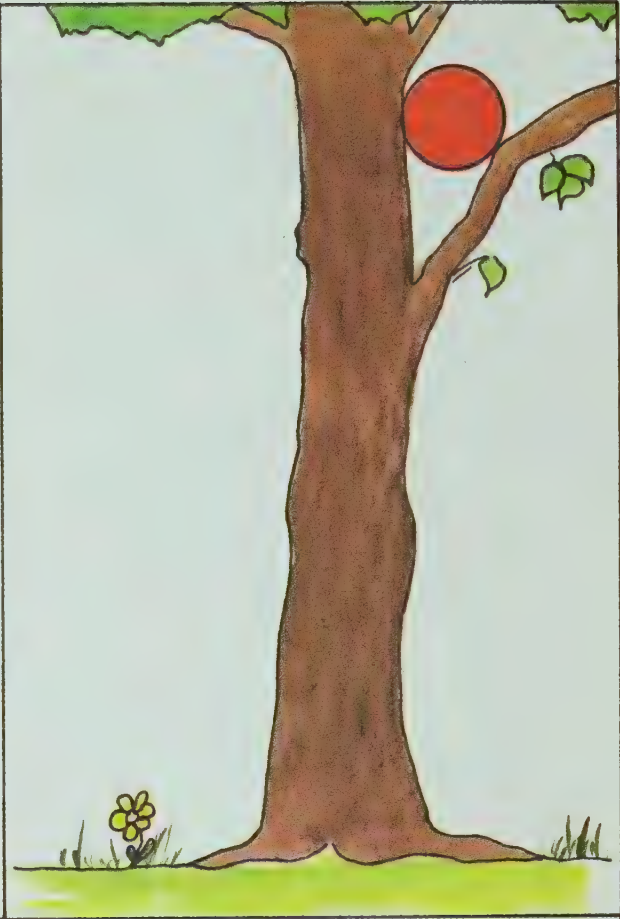
pet



hair

fair

chair



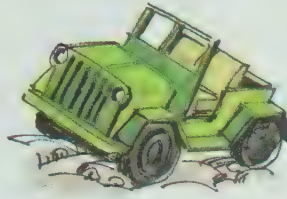
Handwriting practice lines for the sentence: ball they play can the a went up tree boy girl



bird



ladder



jeeep



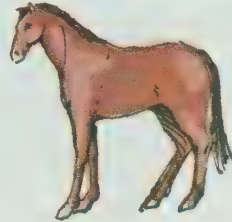
worm



king



deer



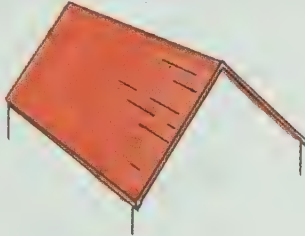
horse



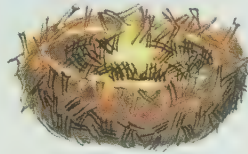
cat



man



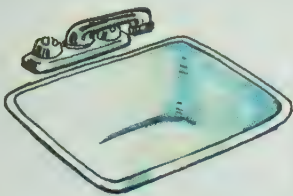
roof



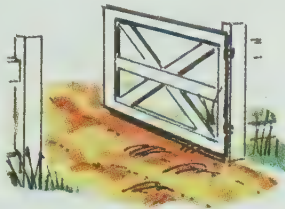
nest



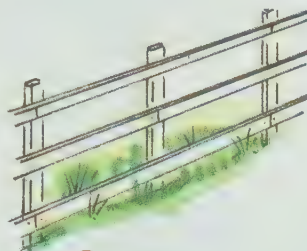
tiger



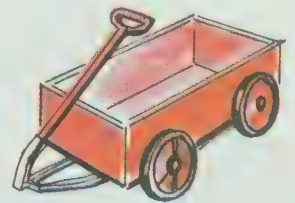
sink



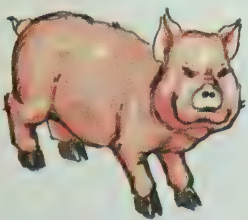
gate



fence



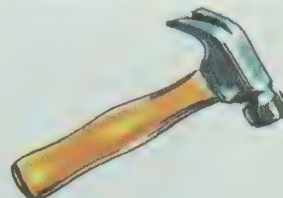
wagon



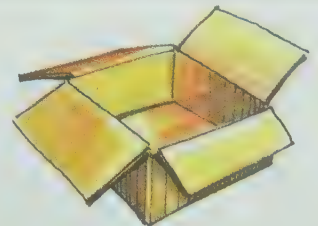
pig



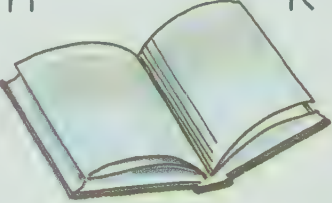

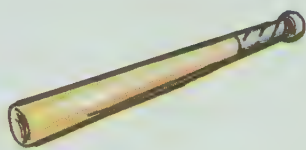
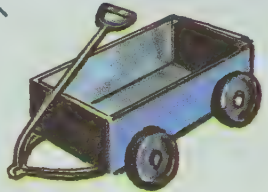



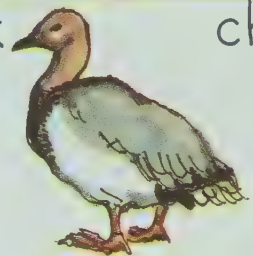
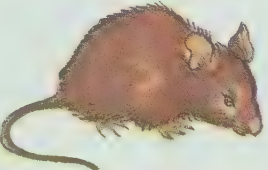

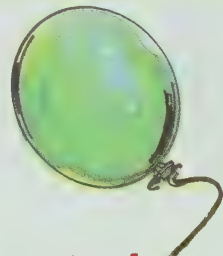

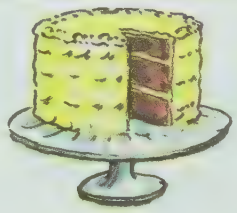
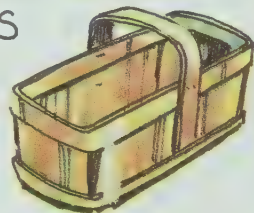
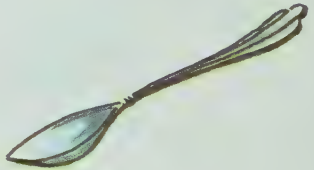
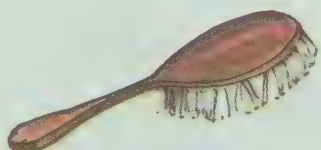
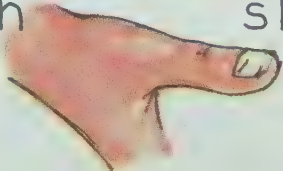
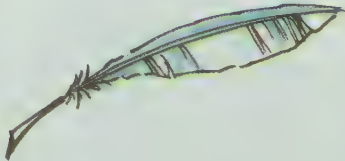
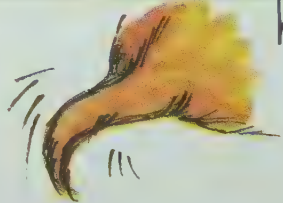
cow



hammer



box

h k  boo <u>k</u>	sh th t  <u>s</u> <u>h</u> oe	d k g  ba <u>t</u>	 wa <u>g</u> on
sh ch  <u>c</u> <u>h</u> air	ch ck  ja <u>c</u> <u>k</u> et	ch th ck  too <u>t</u> <u>h</u>	ch  du <u>c</u> <u>k</u>
f s  mou <u>s</u> e	n r l  rai <u>n</u>	t m n  ba <u>l</u> <u>l</u> oon	chip <u>m</u> unk
g j h  do <u>g</u>	k s n  ca <u>k</u> e	m n  ba <u>s</u> ket	 spoo <u>n</u>
th sh  bru <u>s</u> <u>h</u>	th sh  <u>t</u> <u>h</u> umb	th sh  fea <u>t</u> <u>h</u> er	l h  tai <u>l</u>

Objective: Associate sound and symbol; write letters.

Directions: Tell the pupils that the missing letter (or letters) in each word can be found at the top of the box. Remind them to say the name of the picture and decide which letter (or letters) are missing in the word. Then write in the correct letter.

Where is the kite?

The kite is on the chair.



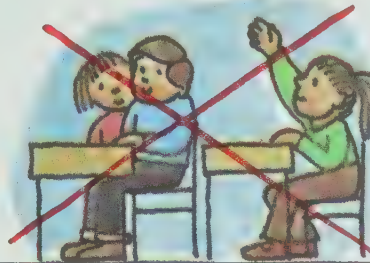
Where is the monkey?

The monkey is in the tree.



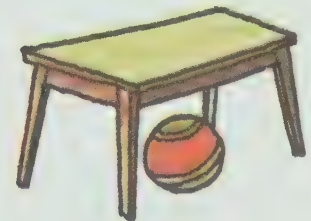
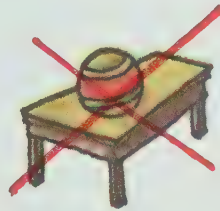
Where are the children?

The children are in school.



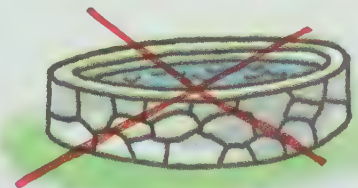
Where can I find the ball?

The ball is on the table.



Where can he put the duck?

He can put it in the pool.



Where is the man?

He is at the supermarket.



1. You can put your books ~~here~~.
2. Do you have your ball?
3. No, I can't find it.
4. Where ~~is~~ her ball?
5. I will take you with me.
6. She can come with you.
7. He said, "Where are they going?"
8. We came to see you.
9. Why are your boots up there?
10. How did they get up ~~there~~?
11. She went ~~to~~ get them.
12. She took them down.
13. Can you look at the ball?
14. The paint came off it.
15. We saw some paint like it.

o o o o o o o o o o o o

m m m m m m m m m m

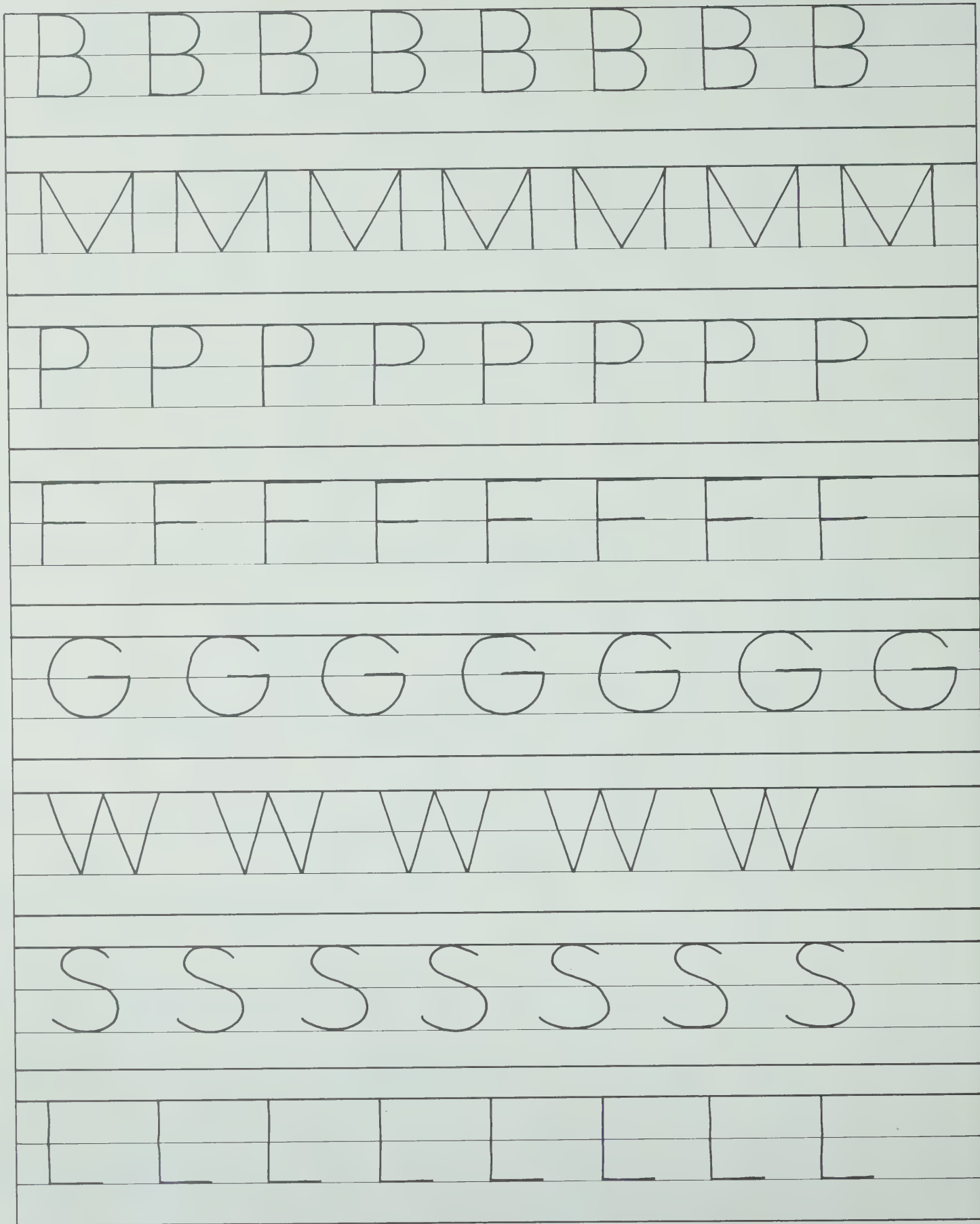
p p p p p p p p p p p p

f f f f f f f f f f f f f f

g g g g g g g g g g g g

w w w w w w w w w w

s s s s s s s s s s s



r r r r r r r r r r r r r

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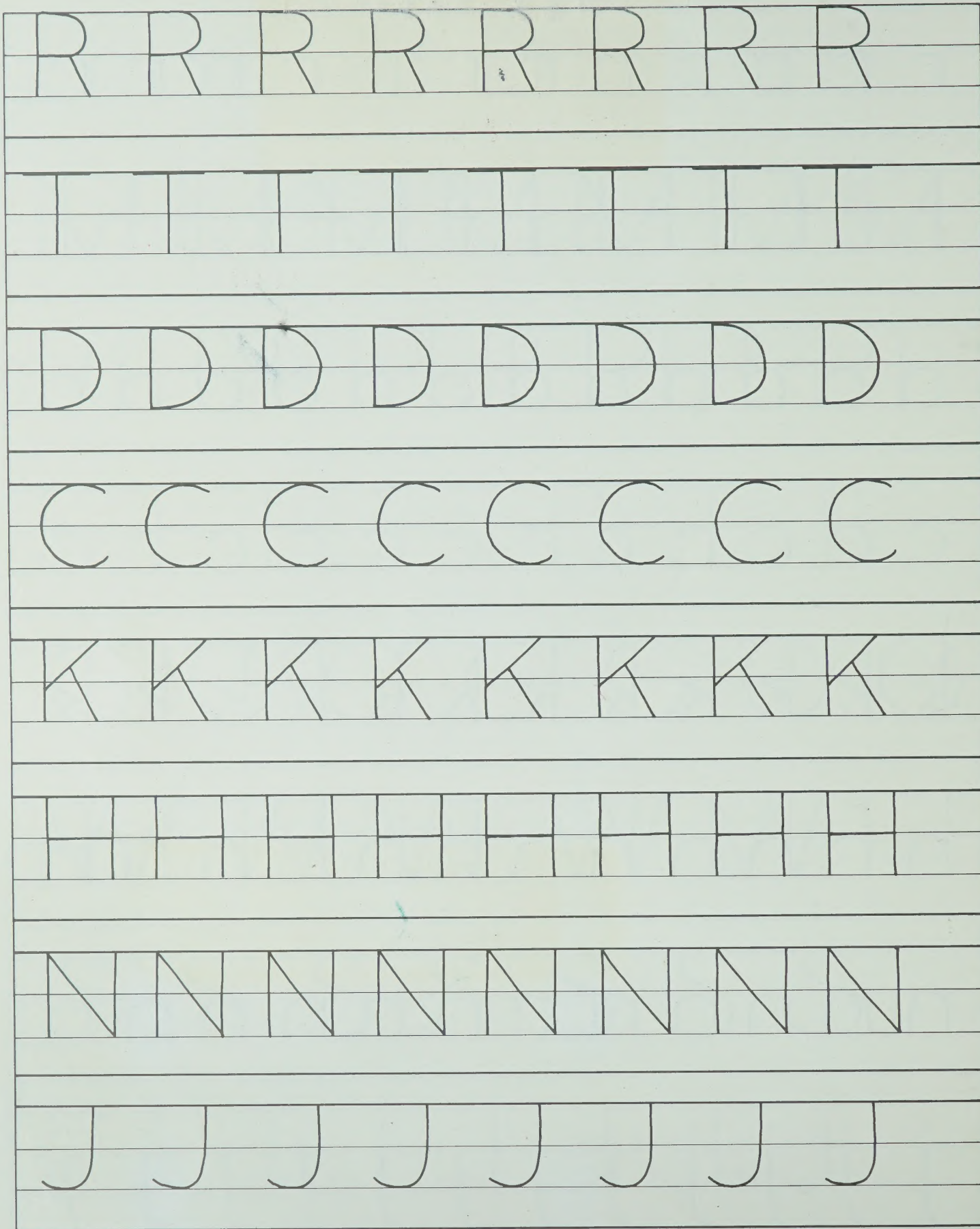
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